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AUTHOR Bullock, Johanna
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ABSTRACT

A course in the theory and practice of making up the front page and inside pages of the newspaper is presented. Included are copy fitting, headline and composition fitting, typography and type specifications, and photo proportioning. Theories of offset and letterpress printing are also covered. Objectives of the course include the following: (1) Students will estimate the length of stories in inches without counting words; (2) Students will identify type class and size; (3) Students will lay out a front page; and (4) Students will lay out an inside page following the principles of layout. (Author/CK)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

TE 002 882

NEWSPAPER MAKEUP

5113.66
5114.122
5115.137
5116.140
5163.04

Journalism, English

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DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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Written by Johanna Bullock
for the
DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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COURSE NUMBER

COURSE TITLE: NEWSPAPER MAKEUP

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COURSE DESCRIPTION: Theory and practice in making up the front page and inside pages of the newspaper. Included are copy fitting, headline composition and fitting, typography and type specifications, and photo proportioning. Theories of offset and letterpress printing will be covered. Essential to those interested in newspaper.

I. PERFORMANCE OBJECTIVES

A. Given several typed newspaper stories, the students will estimate the length of the stories in inches without counting words.

B. Given several examples of type classes and sizes, the students will identify the type class and size.

C. Given a list of news stories with lengths, pictures with sizes, a nameplate, and a specific type of layout, such as brace, balanced, streamlined, etc., the students will lay out a front page.

D. Given a list of news stories with lengths, pictures with sizes, and a nameplate, the students will select the most appropriate lay out and design a front page.

E. Given a list of ads with sizes, the students will place the ads using either the pyramid or well layout.

F. Given a list of ads with sizes, stories with lengths, and pictures with sizes, the students will lay out an inside page following the principles of layout.

G. Given a photograph and desired size, the students will reduce or enlarge the photo using the diagonal line method.

H. Given a photograph with a story, the students will crop the picture eliminating portions that are unnecessary.

I. Given a newspaper story, the students will write a headline using the correct count according to the school's headline schedule.

J. Given a newspaper story, the students will write a headline following the headline schedule and mark it according to type class and size for the printer.

K. Given several news stories, pictures, and a nameplate, the students will make up a front page including estimating length of stories, writing headlines

and marking them according to type and size for the printer, and cropping and scaling pictures.

II. COURSE CONTENT

A. Rationale

A newspaper's makeup is frequently compared with a store's window display, for both serve the same function. As the window display often draws the buyer into the store, so does the page makeup lure the reader. Copy and headlines can be beautifully written, but it is the makeup that attracts the reader. Consequently, any student planning to pursue journalism either as a hobby or as a career should be skilled in makeup. Writing and fitting headlines, selecting the appropriate type classes and sizes for headlines, and cropping and scaling pictures are all part of makeup; and, unless a student is proficient in these skills, he cannot be considered proficient in makeup.

B. Range of subject matter

1. Preparing copy

a. Estimating copy

Since newspaper stories are discussed, as far as layout is concerned, in terms of inches, the student should be taught to estimate length instead of counting every word and wasting valuable time. Furthermore, the student should realize that incorrect calculations can result in overset and multilated stories or underset and holes on the page. Copy estimating is simplest if typewriters are set for a 70 space line. Count the number of lines per typed page, multiply by 2 and divide by the number of printed lines per inch in the school's newspaper.

b. Selecting type

Studying some of the elements of typography will help high school staffs produce more attractive and professional looking pages. It will also be valuable in helping the student achieve some of the principles of layout, such as contrast and balance. Included might be:

(1) Point system

This refers to the system of measurement because the height of type is measured in points instead of inches. One point

equals 1/72 of an inch or 36 points equals $\frac{1}{2}$ inch. Knowledge of this system will help in selecting the right size for headlines and body type and in giving instructions to the printer.

(2) Classifications

Some of the classifications of type are as follows:

(a) Sans serif

This refers to type without serifs which are the tiny crosslines and hooks at the ends of the letters.

(b) Roman

This is type with serifs and upright letters.

(c) Italic

This is type that slants and has lower case letters that end in lines that curl upward.

(d) Cursive or script

Both of these types resemble handwriting. With script, however, the letters are joined and with cursive they are not.

(3) Type faces or families

Although most high school newspapers use only one type face with various classes for variety, there are many different faces or families. Some are Bodoni, Caslon, Cooper, Century, Tempo.

c. Fitting copy

Although placing the stories on the page is not difficult, it does require hard work, careful thought and a knowledge of fundamentals such as:

(1) Purpose of layout

A well planned page should give an orderly appearance and aid the reader by displaying stories according to importance and by guiding his eyes down the page.

(2) Principles of layout

Effective makeup depends upon several principles such as:

(a) Balance

Balance is necessary regardless of the type of layout. Pages should not give the appearance of leaning to the left or right or being top or bottom heavy. Problems with balance can be avoided with the careful placement of pictures and heavy headlines.

(b) Contrast

Closely related to balance, contrast depends in part upon the elements of typography. Contrast can be achieved by using a variety of type faces and sizes or by using boxes and pictures.

(c) Unity

Pages and facing pages should blend into harmonious units. Even though a page has one dominant point, one part of the page should not overpower another.

(d) Emphasis

The news value of every story determines its place on the page. This principle insures that no story is played up beyond its value. If the page layout is properly done, the reader should be able to judge the importance of a story by its location on the page.

2. Types of layout

Since there are many types of layout available, the student should learn to vary makeup. However, the content of the page should determine the layout used. Some of the most frequently used are:

a. Balanced or perfect balance

Based on a symmetrical design, stories are arranged so that each has an exact counterpart in the same position on the opposite side of the page. If a vertical line were drawn down the middle of the page, one side would mirror the other. While this layout gives a neat and orderly appearance, it is rarely used because it creates a stilted, sterile effect. Furthermore, this layout is not practical

because news rarely happens in a way that allows stories of equal importance and value to be exactly the same length.

b. Brace

This layout is sometimes called focus or diagonal because the diagonally arranged headlines form a brace or shelf to focus the reader's attention on a particular story usually located in the upper right corner of the page. This layout is, therefore, most effective when there is no major story. The only criticism of this layout is that it highlights only one story.

c. Occult

This is the most casual and popular of all layouts. If correctly done, occult layout gives the appearance of not being planned. Informal balance is important to this layout and is achieved by arranging stories and pictures at varying distances from the center of the page. This is based on the theory that the farther the distance from the center, the greater the weight. This layout offers variety and flexibility, with the main disadvantage being that it spotlights no particular story.

d. Streamlined

Since this layout also depends upon informal balance, it is similar to occult. However, it has some definite rules which must be followed thereby causing it to differ from occult. For example, with a streamlined layout only flush left headlines are used and column rules are eliminated. As a result, this layout is used by high school papers more than by dailies.

3. Ad layout

Since ads mean money, they are placed on the page before copy or pictures. Therefore, the student should learn ad layout before learning information pertaining to the inside pages.

a. Principles

Although there are definite layouts for ads, there are some principles which should be emphasized before the student begins placing ads on the page. For example, he should know that small ads are not placed under large ads and that all ads should touch reading matter.

b. Types

After learning the basic principles, ads can be arranged according to one of the following layouts.

(1) Single or half pyramid

In this layout, ads are pyramided either to the left or right corner. The largest ads are placed first in the corner and the smaller ads are added to create a step arrangement. Since all ads should touch copy, this type is best when there are few ads.

(2) Double pyramid or well

Ads are built up from both corners starting with the largest. This layout is used most effectively when there are too many ads for a single pyramid.

4. Inside pages

While the principles of layout are followed when planning all pages, there are other points to consider when planning the inside pages. For example, inside pages should be considered as facing page units instead of separate pages. As already noted, the placing of ads affects the inside pages. Overall, the basic rules are as follows:

a. News

Principles of contrast and balance are used in planning facing pages and headlines are genrally smaller than those used on the front page.

b. Editorial

Since these pages should have a dignified appearance, there should be no ads if possible. Material for the page includes the mast and columns that regularly appear in the same position. Variety, however, can be achieved by selecting a larger body type and setting columns wider than on other pages. Along the same line, headlines on the editorial page may be of different type faces and different styles.

c. Sports

Layouts for the sports pages will be similar to those of other inside pages with ads. Once again, facing pages should be considered as

a single unit and planned following the principles of contrast and balance. Sports pages may, however, be bolder and livelier than the other pages. A feeling of action may be achieved by using streamer headlines, many action pictures, unusual typographical devices, and boxes for scores, etc.

d. Preparing photographs

Good pictures are important to layout for two reasons. First, they help make the pages attractive, and secondly, they can aid in achieving contrast and balance. Few pictures, however, are satisfactory when they come from the darkroom. Most can be improved by:

(1) Cropping

Since only a portion of a picture has reader appeal, pictures should be trimmed or cropped to eliminate portions that are unnecessary.

(2) Scaling

This refers to reducing or enlarging the photograph after it has been cropped.

e. Headlining the story

While the main purpose of headlines seems to be to summarize the story, headlines have other equally important purposes as far as makeup is concerned. For example, headlines can make a page more attractive; and by the size and the style of type used, the relative importance of the story may be determined. Furthermore, since most high school staffs are organized so that the page editor writes the headlines, it is necessary to include instruction in headline writing. To write effective headlines, the students should know the following:

(1) Headline composition

The rules governing the writing of headlines include standards for capitalization, punctuation, verb tense, etc. These rules and steps for writing headlines must be known before a student can begin writing headlines.

(2) Unit counts

Each letter, figure, and mark of punctuation has an assigned

value which should be known so that the student can write headlines that will fit the space alloted. After writing a headline, the student should count the units in each line. If the count is not right for the style of the headline, the headline should be rewritten until the count is correct. An explanation of the unit values and directions for counting units can be found in any journalism text.

(3) Headline schedule

A headline schedule is a printed sample of the headline patterns available to the newspaper. Included in the schedule are the unit counts and type sizes for each headline style used. The following are some of the headline styles which may be included:

(a) Flush left

In this style of headline, each line begins flush or touching the left margin. This headline is characteristic of a streamlined makeup.

(b) Drop line

This headline gives a slanting appearance, for the first line is flush left and the second is flush right.

(c) Banner or streamer

The banner headline extends across the page. It is used correctly only with an important story or on the sports page.

(d) Kicker

This is one of the novelty headlines. It is set in a smaller, lighter type than the main headline and is placed above it.

5. Printing the page

The two methods of printing most commonly used for high school newspapers are:

a. Letterpress

Although there are several kinds of letterpress printing presses,

the method involves making an impression from raised letters that have been inked. This method is practical when many copies must be made.

b. Offset

This is a relatively new process used by many high schools because it is much cheaper than letterpress. A printing plate is made by a photographic chemical process and attached to the upper of three cylinders. During the actual printing the paper goes between the middle or offset cylinder and the lower or impression cylinder. At that time, the impression on the printing plate is transferred from the rubber surface of the middle cylinder onto the paper. There is no direct contact between printing plate and paper in this process.

III. TEACHING STRATEGIES

A. Projects

The teacher may wish to assign a long-range project as the final evaluation for the course. Such a project might involve laying out a page including writing headlines and marking them according to type class and size for printer, and cropping and scaling pictures from materials given by the teacher. In this assignment the teacher may provide several typed news stories, pictures, headline schedule and a nameplate for a front page and stories, ads, headline schedule and photographs for an inside page. Still another project may be for the teacher to assign a critique of the makeup and printing of a daily or an exchange paper. For this assignment the teacher should provide several issues of one newspaper and ask for a written critique which may include comments on the layout, headlines, pictures, and the printing process. Another project might be for the students to clip examples of various layouts, headlines, type faces, etc. and write an explanation of why their selection is an example of good or poor journalism.

B. Discussions

The technique of discussion may be useful in studying the following:

1. Layout

    a. Purpose of layout
    b. Differences between formal and informal balance
    c. Terms used in layout
    d. Evaluation of student layout
    e. Ways of varying editorial page layout

f. Advantages and disadvantages of various layouts
g. Items to check when checking the final layout
h. Chapter in text

2. Ads

a. Advantages and disadvantages of ad layouts
b. Reasons for placing ads on page first
c. Reasons why all ads should touch copy
d. Chapter in text

3. Headlines

a. Purposes of headlines
b. Difference between headline and label
c. Chapter in text

4. Photographs

a. Reasons for cropping pictures
b. Ways pictures help make attractive, effective pages
c. Chapter in text

5. Typography

a. Ways of distinguishing type faces and sizes
b. Ways typography aids in effective layout
c. Why variation is important
d. Chapter in text

C. Lectures

This could be an effective means by which the teacher could explain some of the following:

1. Layout

a. Method for estimating copy
b. Principles of layout
c. Types of layout
d. Points to avoid when laying out a page

2. Ads

a. Principles of ad layout
b. Pyramid and well layout

3. Headlines

   a. Types of headlines
   b. Steps in writing headlines
   c. Rules for writing headlines
   d. Headline schedule
   e. Way to count headlines
   f. Ways to select appropriate type classes and sizes

4. Photographs

   a. Method for cropping pictures
   b. Method for scaling pictures

5. Typography

   a. Different type classes
   b. Point system
   c. Different type faces

6. Printing

   a. Different printing processes
   b. Advantages and disadvantages of the various printing processes

D. Resource personnel

Students may benefit from hearing a makeup man from a local paper discuss his work on a daily newspaper. Another possible guest of interest to the students may be a printer who could discuss the printing process: what happens to the copy once it reaches the printer.

E. Field trips

Visiting a city newspaper or the school newspaper's print shop to see as many steps in the printing process as possible can be informative as well as interesting for the students.

IV. LEARNING ACTIVITIES FOR STUDENTS

A. Layout

1. Read chapters in text on makeup.
2. Estimate the length of several typed stories given by the teacher.
3. Trace eye movement down a front page and discuss why certain parts were or were not seen.

4. Find pages in exchange or daily newspapers that exemplify good layout principles.
5. Find violations of layout principles and discuss ways layout could be improved.
6. Find examples of poor layouts, cut out, and rearrange them. Compare yours with those of your classmates.
7. Lay out both a front page and an inside page from stories, pictures, ads, etc. given by the teacher. Compare yours with those of other students.

B. Ad layout

1. Read chapters in text on ad layout.
2. Find examples of well and pyramid layout.
3. Find examples of violations of ad layout principles.
4. Place ads given by the teacher on page and compare with other students' results.

C. Photographs

1. Read chapter in text on photography.
2. Find a photograph in an exchange or daily paper that could be improved by cropping.
3. Find an example of a poorly cropped picture.
4. Crop a picture given by the teacher.
5. Mark a photograph for reduction to a specific size.
6. Mark a photograph for enlarging to a specific size.

D. Headlines

1. Read chapter in text on headlines.
2. Identify types of headlines used on front page of school and daily papers.
3. Clip from school and daily papers examples of the various types of headlines.
4. Summarize the main idea in leads read by the teacher into five to eight words.
5. Divide headlines given by the teacher into two or three lines.
6. Write headlines using present tense from leads telling of past events.
7. Write headlines using infinitives to show future action from leads given by the teacher.
8. Correct poor headlines given by the teacher.
9. Find headlines in school or daily papers that need to be rewritten.
10. Find headlines in school and daily papers that are slanted or unclear.
11. Write headlines from leads in school or daily papers read by the teacher and compare yours with the original headline in the paper.
12. Practice counting headlines given by the teacher.

13. Write headlines from leads given by the teacher using the proper count according to the school's headline schedule.

E. Typography

1. Read chapter in text on typography.
2. Find examples of variety in type size and explain why each was used.
3. Find examples of each of the classes of type and indicate why each was used.
4. Find examples of the different type families and list distinguishing characteristics of each.
5. Write a criticism of the typography used in an exchange paper given by the teacher and make suggestions for improving it.
6. Find examples of different sizes of body type and label the size.
7. Identify as to type class and size headlines on the front page of an exchange or daily paper.

F. Printing

1. Read chapter in text on printing.
2. Find examples of offset printing.
3. Find examples of high and low grade printing and explain to class.
4. Write a summary of the printing process used by the school newspaper.

V. STUDENT RESOURCES

A. State-adopted textbooks

1. Hartman, William. Journalism. River Forest, Illinois: Laidlaw Brothers: 1968.
2. Mulligan, John and D'Amelio, Dan. Experiences in Journalism. Atlanta: Lyons and Carnahan, Inc.: 1966.

B. Reference materials

1. Daily newspapers
2. School newspapers
3. Periodicals

a. The School Press Review
b. Quill and Scroll Magazine

VI. TEACHER RESOURCES

A. Textbooks

1. Hartman, William. Journalism. River Forest, Illinois: Laidlaw Brothers: 1968.
2. Mulligan, John and D'Amelio, Dan. Experiences in Journalism. Atlanta: Lyons and Carnahan, Inc.: 1966.
3. Hach, Clarence and English, Earl. Scholastic Journalism. Ames, Iowa: Iowa State University Press: 1968.
4. Spears, Harold. High School Journalism. New York: Macmillan Company: 1956.
5. Adams, Julian and Stratton, Kenneth. Press Time. Englewood Cliffs, New Jersey: Prentiss-Hall, Inc.: 1963.
6. Hohenberg, John. The Professional Journalist. Atlanta: Holt, Rinehart and Winston, Inc.: 1969.
7. Agnew, Kenneth J. Today's Journalism for Today's Schools. Syracuse: L. W. Singer Company: 1960.
8. The Courier-Journal. 740 Ways to Use a Newspaper in the Senior High Classroom. Louisville: The Courier-Journal and Louisville Times Company: 1966.

B. Films

1. Mightier Than the Sword: Zenger and Freedom of the Press. TFC, 20 min., B&W. 1-05375, DCAV Catalog number.
2. Newspaper Serves Its Community. FAC, 13 min., Color. 1-10023, DCAV Catalog number.
3. That the People Shall Know (The Challenge of Journalism.) Miami Herald, 29 min., B&W. 1-30012, DCAV Catalog number.